UNIT CODE          EDLE61
UNIT TITLE          VALUES AND LEADERSHIP
CREDIT POINTS      10

DISCIPLINE CLUSTER AND WEIGHTING

RELATIONSHIP TO OTHER UNITS
This is one of two core units in the Master of Educational Leadership and the Postgraduate Certificate in Educational Leadership.

PREREQUISITES
Nil

DESCRIPTION
This unit focuses on leadership as an ethical and relational process of influence. This perspective views leaders not only as efficient managers and productive practitioners, but also as moral human beings. The content and processes of the unit are designed to help students understand the valuing process and be better prepared to make responsible choices in complex, often tension-filled, situations. Experiences in the unit will be designed to assist students to develop insights into the origins of their values, and an appreciation of the importance of the congruency:

- among personal values;
- between personal and organisational values;
- among different values in the organisation; and
- between values and practice.

The unit will offer insights into ethical, moral and virtuous frameworks used for the study and analysis of life in schools. The unit will assist students to combine the intellectual and the moral into frameworks that help transcend knowledge generation and skills development to allow reflective critique of contemporary dilemmas. It emphasises the promotion of personal and professional growth and development through an exploration of what it means to be human and authentic.

LEARNING OUTCOMES
On completion of this unit students will be expected to be able to:

1. understand the impact of philosophy, values, morals, ethics and virtues on leadership (Graduate attribute V1);
2. appreciate the diverse and sometimes conflicting theoretical approaches to culture, values and ethics in leadership (Graduate attributes I1 and V3);
3. enable students to recognise and analyse valuing and ethical issues and resultant dilemmas (Graduate attribute P1);
4. analyse values congruency and conflict within organisations (Graduate attributes I4 and V2);
5. utilise a range of approaches and models to analyse personal and organisational values and resolve ethical and moral dilemmas within their life (Graduate attribute I4);
6. analyse and critique behaviour associated with professional responsibility and leading authentically (Graduate attribute P2);
7. develop a personal credo and code of conduct built upon an understanding of their personal philosophy, values, motivations and beliefs (Graduate attribute I2);
8. understand the linkages between philosophy, authenticity, integrity, morality and ethics in leadership (Graduate attribute I2, P3); and
9. appreciate the place of Gospel values as an ethical framework for Catholic education (Graduate attributes V3 and I4).
On successful completion of this unit, students will have progressed in the development of the following ACU graduate attributes:

Intellectual

I1. critical and analytical abilities
I2. enthusiasm to search for further knowledge and understanding
I3. open-mindedness and receptiveness to new ideas
I4. expertise in chosen academic field.

Professional

P1. knowledge and skills to meet relevant professional requirements
P2. understanding of and commitment to professional ethical standards
P3. information literacy, communication and interpersonal skills.

Values

V1. commitment to values consistent with the University’s Mission
V2. a spirit of service to the community
V3. commitment to good citizenship, including respect for individuals, empathy with persons of differing cultural and religious backgrounds, community responsibility and concern for the environment
V4. a high regard for equity and human rights in the context of a broad understanding of globalization.

CONTENT

Topics will include:

- Leading as a relational process of influence
- Leading as a philosophical, moral, valuational, cultural and ethical process
- The role of values, beliefs, motivations and virtues in ethical behaviour
- Ethical and moral reasoning in the context of educational leadership
- Frameworks and models for ethical decision-making in schools
- Classical and contemporary approaches to the study of valuing and ethical leadership: The Greeks, Hodgkinson, Starratt, Shapiro and Stefkovich, and Branson
- Moral literacy and problematics in schools
- Development of a personal philosophy and code of ethics for leading
- The relationship of valuing and ethics to principle-centred, moral, creative, servant and authentic approaches leadership
- Development of a personal and professional platform based on an alignment of values, beliefs, motivations and behaviours.

TEACHING ORGANISATION

In addition to lectures on the key concepts found in the literature, there will be opportunities for group discussion, private reflection and practical activities. Face-to-face teaching, conventional distance education materials and electronic modes of delivery may also be used. These methods will allow students to participate in an intense dialogue, using a variety of investigative methodologies, sorting through various sources and types of evidence to identify underlying patterns, structure or significance. These methods are also intended to engage students as active participants in the learning process and encourage them to become independent learners. There will be respect for students’ views and responses, an understanding of an individual’s knowledge, capabilities and backgrounds and a concern for the welfare and progress of individual students.
ASSESSMENT

There will be two or three assignments totalling 5,500 words. Length will depend on weighting. Assignment one is compulsory and students can elect to do either or both assignment two and three.

Overview of Assessments

<table>
<thead>
<tr>
<th>Brief Description of Assessment Tasks</th>
<th>Weighting %</th>
<th>Learning Outcome/s Assessed</th>
<th>Graduate Attributes/Generic Skills (i.e. I3, V1 etc)</th>
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</thead>
<tbody>
<tr>
<td>Assignment one</td>
<td>40%</td>
<td>1, 3, 4, 6, 7.</td>
<td>I1, I2, I3, P2, V2, V4</td>
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<tr>
<td>Personal reflection task based on analysis of values with implications for learning for leadership.</td>
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<tr>
<td>Assignment two</td>
<td>30% or 60%</td>
<td>2, 3, 4, 5, 6, 7, 8.</td>
<td>I1, I4, P1, P2, V1, V2, V4</td>
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<tr>
<td>Analysis of organised situations requiring use of models of choice and ethical issue.</td>
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<tr>
<td>Assignment three</td>
<td>30% or 60%</td>
<td>2, 3, 4, 5, 6, 7, 8.</td>
<td>I1, I4, P1, P2, V1, V2, V4</td>
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<tr>
<td>Negotiate personal, scholarly project with a focus on leadership.</td>
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In order to satisfy requirements for this unit, students are expected to submit all assessment tasks and to participate in classes and/or prescribed online activities.

REPRESENTATIVE REFERENCES


